DOCUMENT RESUME

ED 278 910 CG 019 689

TITLE Let's Get AHEAD (Health-Education-Alcohol & Drug). Activities K-6.
INSTITUTION New York State Education Dept., Albany. Div. of Program Development.
PUB DATE 84
NOTE 31p.; For a related document of activities for grades 7-12, see CG 019 690.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Alcohol Education; *Class Activities; Classroom Techniques; *Drug Education; Elementary Education; *Elementary School Students; *Health Education; Learning Activities; Prevention; *Teaching Methods
IDENTIFIERS *New York

ABSTRACT

This book of activities for use with elementary school students lists 10 salient points in each of three areas: health education, alcohol education, and drug education. Suggested activities are then described for students in kindergarten through third grade and for students in fourth through six grades. Activities are suggested in 10 categories: (1) human growth and development; (2) emotional health; (3) nutrition; (4) environmental health; (5) family life education; (6) diseases and disorders; (7) consumer health; (8) alcohol, tobacco, and other drug substances; (9) safety, first aid, and survival; and (10) community health. (NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED278910

LET'S GET

HEALTH

EDUCATION

ALCOHOL &

DRUG

ACTIVITIES K-6

CG 019689

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert M. Trombly

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division for Program Development
Albany, New York 12234

Be New York Fit

© 1984 News Group Chicago Inc.
© 1984 University of the State of N.Y.

Division of Alcoholism and Alcohol Abuse
194 Washington Avenue
Albany, New York 12210

Division of Substance Abuse Services
Stuyvesant Plaza
Albany, New York 12203

BEST COPY AVAILABLE

TEN SALIENT POINTS ON HEALTH EDUCATION

1. HEALTH EDUCATION DEVELOPS AWARENESS OF THE ROLE OF HEALTH IN THE LIFE OF THE INDIVIDUAL, THE FAMILY, AND THE COMMUNITY.

2. HEALTH EDUCATION PROVIDES STUDENTS WITH THE UNDERSTANDINGS AND SKILLS REQUIRED TO SET GOALS, MAKE INFORMED DECISIONS, AND SOLVE HEALTH PROBLEMS.

3. HEALTH EDUCATION NURTURES THE DEVELOPMENT OF SELF-AWARENESS AND SELF-ESTEEM.

4. HEALTH EDUCATION CONSISTS OF 11 CONCEPTUAL AREAS OF INSTRUCTION, ALLOWING FOR COMPREHENSIVE SEQUENTIAL TREATMENT OF HEALTH ISSUES AT ALL GRADE LEVELS.

5. HEALTH EDUCATION IS MOST SUCCESSFUL WHEN IT IS COOPERATIVELY PLANNED AND CARRIED OUT BY ADMINISTRATORS, TEACHERS, STUDENTS, PARENTS, PUPIL SERVICE, AND HEALTH SERVICE PERSONNEL. IT THEN REFLECTS THE NEEDS OF THE HOME, THE SCHOOL, AND THE COMMUNITY.

TEN SALIENT POINTS ON HEALTH EDUCATION (cont'd.)

6. HEALTH EDUCATION EVALUATION MUST CONSIST OF A VARIETY OF PROCEDURES TO ALLOW FOR THE DEVELOPMENT AND PRACTICE OF SKILLS, ATTITUDES, AND BEHAVIORS THAT PLACE A HIGH VALUE ON OPTIMAL HEALTH.

7. HEALTH EDUCATION EXAMINES THE ADVANTAGES, DISADVANTAGES, RISKS, AND CONSEQUENCES OF VARIOUS LIFE-STYLE CHOICES AND/OR HEALTH BEHAVIORS.

8. HEALTH EDUCATION PROPOSES INTERVENTIONS FOR RISH REDUCTIONS AND HEALTH IMPROVEMENT.

9. HEALTH EDUCATION ENABLES STUDENTS TO IDENTIFY AND MAKE USE OF HOME, SCHOOL, AND COMMUNITY RESOURCES.

10. HEALTH EDUCATION ENABLES STUDENTS TO DEAL EFFECTIVELY WITH CHANGE AND TAKE INCREASING RESPONSIBILITY FOR HEALTH.

TEN SALIENT POINTS ON ALCOHOL EDUCATION

1. ALCOHOL IS AN ADDICTIVE REGULATED DRUG.

2. MANY PEOPLE DON'T USE ALCOHOL.

3. MOST PEOPLE WHO USE A LOT OF ALCOHOL DEVELOP PROBLEMS.

4. ALCOHOL IS THE DRUG MOST WIDELY USED AND ABUSED BY YOUTH.

5. YOUNG PEOPLE EXPERIENCE ALCOHOL PROBLEMS.

6. ALCOHOLISM IS A FAMILY DISEASE.

7. CHILDREN ARE AFFECTED BY AND MAY NEED HELP WITH FAMILY ALCOHOLISM.

8. SOCIAL INFLUENCES PLAY A MAJOR ROLE IN MAKING ALCOHOL USE ATTRACTIVE TO CHILDREN.

9. LIFE REQUIRES CHOICES. SOME CHOICES ARE LOW-RISK; OTHERS ARE HIGH-RISK.

10. THE ONLY LOW-RISK CHOICE FOR CHILDREN AND ADOLESCENTS IS NOT TO USE ALCOHOL.

TEN SALIENT POINTS ON DRUG EDUCATION

1. SUBSTANCE ABUSE IS THE NATION'S MAJOR HEALTH PROBLEM.

2. SUBSTANCES, OR DRUGS, ARE CHEMICALS WHICH CAUSE BIOLOGICAL, PSYCHOLOGICAL, OR SOCIOLOGICAL CHANGES IN FUNCTIONING.

3. DRUGS ALTER THE CHEMICAL BALANCE IN THE BRAIN, CREATING SHORT-TERM EFFECTS AND LONG-TERM HEALTH CONSEQUENCES.

4. PEOPLE USE DRUGS FOR THEIR SHORT-TERM EFFECTS WHICH CREATE PLEASURABLE FEELINGS OR ELIMINATE UNPLEASANT FEELINGS.

5. AS THE DRUG WEARS OFF, THE CHEMICAL BALANCE IN THE BRAIN SHIFTS IN THE OPPOSITE DIRECTION, KNOWN AS REBOUND, CREATING OPPOSITE EFFECTS USUALLY PERCEIVED AS UNPLEASANT.

TEN SALLIENT POINTS ON DRUG EDUCATION (cont'd.)

6. THE REASON FOR SUBSTANCE ABUSE IS THE COMPLEX INTERPLAY OF BIOLOGICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL FACTORS WITHIN THE INDIVIDUAL AND SOCIETY.

7. THE BROAD-BASED GOAL OF SUBSTANCE ABUSE PREVENTION IS PROMOTING THE BIOLOGICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL HEALTH OF THE INDIVIDUAL.

8. PREVENTION IS MORE EFFECTIVE WHEN IT DEALS WITH THE INDIVIDUAL IN THE CONTEXT OF HOME, SCHOOL, AND COMMUNITY.

9. THE COMMUNITY MODEL OF PREVENTION AIMS AT CREATING A SOCIAL CLIMATE OF NON-DRUG USE.

10. PREVENTION IN THE SCHOOL PROVIDES FOR THE DEVELOPMENT AND PRACTICE OF THE KNOWLEDGE, SKILLS, AND ATTITUDES NECESSARY FOR A HEALTHFUL LIFE-STYLE.

SUGGESTED ACTIVITIES

K-3

Suggested Activities

(K-3)

I. HUMAN GROWTH AND DEVELOPMENT

1. Have a popcorn party. Discuss how all five senses are used in identification.

2. Have students close their eyes and tell what they hear.

3. Play "Pin-the-Tail-on-the Donkey." Discuss how students found where to put the tail.

4. Invite in a dental hygienist to demonstrate proper care of teeth.

5. Obtain a primary tooth. Immerse it in a cola. Note changes in one week, two weeks, three weeks, four weeks, two months.

Suggested Activities

(K-3)

II. EMOTIONAL HEALTH

1. Have students talk about "How to be a friend."

2. Role play emotions and feelings -- have class guess emotions being acted out.

3. Draw faces showing different emotions.

4. Make two charts:

   Things we like.
   Things we dislike.

   Have students compare lists. Recognize that it is okay to have different likes and dislikes.

5. Collect and display pictures of people showing respect for one another.

6. Complete sentences, such as:

   I feel good when...
   I feel happy when...
   I feel angry when...
   I feel worried when...

7. Talk about things we can do to make someone feel welcome.

8. Write and/or draw an autobiography.

Suggested Activities

(K-3)

III. NUTRITION

1. Display different foods. Identify by name, type, and group.

2. Discuss preparation for meals. Make a class meal and practice appropriate preparation (washed hands, clean dishes, proper food storage, etc.).

3. Make a chart of "Our Favorite Foods."

4. Discuss foods good for snacks. Have a "Good Snacks" day and invite parents to sample.

5. Illustrate the importance of a good breakfast.

6. Find out where students' families have come from. Talk about their favorite foods. Have a "Foods of all Nations" festival.

7. Review lunchroom menus. Talk about where foods came from:

   Bean dishes - Mexico

   Rice - China

   Spaghetti - Italy, etc.

8. Keep a daily menu for all meals for one week. Review and discuss.

Suggested Activities

(K-3)

IV. ENVIRONMENTAL HEALTH

1. Place a tape recorder in the gymnasium, lunchroom, library, classroom, etc. Record a few minutes of noise level from each room. Discuss reasons for different noise levels in different rooms.

2. Walk around school building. Note quiet areas, green areas, play areas, etc. How can you look at an area and tell its purpose?

3. Make posters that show how we take care of our possessions.

Suggested Activities

(K-3)

V. FAMILY LIFE EDUCATION

1. Make a collage of pictures of children interacting with other family members.

2. Create a "Me" booklet describing how each student fits into his/her family setting.

3. Discuss roles and responsibilities of family members (note that certain roles of mother and father are interchangeable).

4. Have students write a story about a member of their family.

5. Make a list of things students do with their families.

6. Start a family tree for students.

7. Talk about TV programs that deal with family life (Bill Cosby, Little House, etc.).

8. Role-play how to say no to a brother or sister.

Suggested Activities

(K-3)

VI. DISEASES AND DISORDERS

1. Inoculate culture media with material from fingers, saliva, etc. Observe bacterial growth.

2. Use an atomizer to demonstrate how coughing and sneezing spread germs.

3. Have a child cough on a piece of glass and note droplets.

4. List ways in which germs could be spread among classmates.

5. Discuss ways in which diseases can spread. Note need for immunization.

Suggested Activities

(K-3)

VII. CONSUMER HEALTH

1. Visit a supermarket. Note all the things students identify which can keep them healthy.

2. Make a mural showing all the people who provide health services in the home, the school, and the community.

3. Invite the school nurse to discuss what health services are needed by a family.

4. Discuss ways in which the doctor helps us.

Suggested Activities

(K-3)

VIII. ALCOHOL, TOBACCO, AND OTHER DRUG SUBSTANCES

1. Take a class trip to a drugstore (or invite a pharmacist into the classroom) to explain:

   Prescription Drugs

   Over-the-Counter Drugs.

2. Examine empty medication bottle labels and evaluate what information can be found on the label.

3. Put on a puppet show about who should and who should not give a student medicine.

4. Brainstorm a definition of a "drug."

5. Make a poster of pictures of people who look unattractive smoking.

6. Discuss drug commercials and what makes them interesting (cute tune, funny words, etc.). Note that what makes them interesting does not necessarily reflect their use.

7. Write an anti-tobacco slogan.

8. Write a song or poem discouraging alcohol use.

Suggested Activities

(K-3)

IX. SAFETY, FIRST AID, AND SURVIVAL

1. Make a list of emergency telephone numbers.

2. Role-play what to do when approached by a stranger.

3. Play "what if."

   What if you are home alone and someone knocks on the door?

   What if you are home alone, the phone rings, and someone asks for your mother?

   What if your friend offers you a cigarette or a drug, etc.?

4. Discuss ways to prevent burns.

5. Discuss and list playground rules.

6. Plan a first aid kit for home or camping.

Suggested Activities

(K-3)

X. COMMUNITY HEALTH

1. Invite the school nurse-teacher to talk about:

   Physical Examinations

   Vision and Hearing Examinations

   Scoliosis

   First Aid.

2. Invite the ambulance corps to visit the school. Students can tour ambulance and learn about equipment.

3. Participate in a classroom/schoolyard cleanup.

SUGGESTED ACTIVITIES

4-6

Suggested Activities

(4-6)

I. HUMAN GROWTH AND DEVELOPMENT

1. Develop and illustrate a narrative of an imaginary trip through organ systems of the human body.

2. Note "good days" and "bad days" on a calendar for one week. Then describe how feelings and behavior affect the body.

3. Discuss how the setting of goals helps to protect our bodies.

4. Describe what it means to be "old" and discuss whether all older people have the same characteristics. Explain aging as a continuous process.

5. Discuss with a health care provider (dentist, doctor, optometrist, nurse, chiropractor, etc.) the components of his/her health area and the significance of each.

6. Evaluate accessibility to school facilities for handicapped persons.

Suggested Activities

(4-6)

II. EMOTIONAL HEALTH

1. Give preferential treatment for one week to students who possess a particular trait (e.g., blue eyes) designated by the teacher. At the end of the week those students will discuss their feelings.

2. Brainstorm a list of emotions and describe how people express and cope with them.

3. Experience relaxation on a fantasy trip and then share the experience with other students.

4. Practice solving problems according to the following steps: identify, describe, evaluate, act, and learn.

5. Play the game, "telephone," in which a message is transmitted from one class member to another and repeated aloud by the last class member.

6. Create an "All About Me" booklet, in which students use words and pictures to describe their personalities, feelings, actions and thoughts.

7. Develop rules and responsibilities for the classroom. Then post the resulting code of behavior.

8. Create and answer some "Dear Abby" letters dealing with death, divorce, etc.

9. Read and report on a self-help or fiction book concerning peer relationships. Include in report "I learned..." statement about forming good peer relationships.

10. Identify some painful emotions (e.g., anger, sadness, grief) that can have serious personal, social, and physical consequences. Discuss ways in which people can change these emotions.

11. Act out different loss situations such as death of a person or a pet, divorce or other change in the family, or move to a new home or town. Discuss how a loss situation affects us.

Suggested Activities

(4-6)

III. NUTRITION

1. Make a list of favorite foods, and discuss why they are favorites.

2. In a tasting party, sample foods from the four food groups.

3. Play nutrition or four-food-group bingo.

4. Search for food advertisements on television, in magazines, and in newspapers. What do the ads say and how are they influential?

5. Collect food labels. Note the contents and compare the nutritive values of fresh, frozen, and canned products.

6. Construct a week's menu according to the major food groups.

7. Discuss the case of a child who is permanently harmed by eating a chemical additive. Invite a lawyer and a representative of the Food and Drug Administration to talk to the class about legal procedures and liability issues in such cases.

8. Make a list of students' favorite foods and their sources. Then investigate and report on other food sources.

9. Make a suggestion box for healthful breakfast foods. Note especially foods that are quick to prepare and those that are uncommon breakfast items.

10. Write to the corporate headquarters of a large fast-food chain and request nutrition information on its foods. How many of our daily nutritional requirements are met by one meal in the fast-food restaurant?

Suggested Activities

(4-6)

IV. ENVIRONMENTAL HEALTH

1. Describe how people are affected by environmental elements such as snow, rain, wind, sand, insecticides, industrial waste, solid waste, smoke, exhaust fumes, etc.

2. Participate in a clean-up day for the classroom or playground.

3. Participate in a contest to develop new methods of disposing of waste materials.

4. Investigate the Federal, State, and private volunteer agencies that help maintain environmental quality. Do some agencies work against each other? Are there any tasks that no agency is doing?

6. Bring in old roller skates, broken toys, rusty tools, or old clothing, and discuss how these objects could be restored or recycled.

Suggested Activities

(4-6)

V. FAMILY LIFE EDUCATION

1. Rate yourself and members of your family in such categories as helping with chores, participating in family activities, and cooperating with other family members.

2. Make a list entitled, "Ten Activities I Like To Do With My Family."

3. Write a composition entitled, "How I Will Run My Own Family."

4. Describe all members of your family and explain how each can contribute to the family unit.

5. Construct a mural illustrating the differences between family patterns in colonial times, Victorian times, and the present.

6. Create a family tree.

7. Record sex-role behaviors of television characters; include styles of hair and dress, responsibilities at home, leisure activities, and work roles. Discuss which behaviors are shared by both sexes and which are not.

8. Write an essay on your future role as a father or mother. Read your essay to the class.

9. Make a "relationship chart." Write your own name in a circle and the names of people with whom you have good relationships in connecting circles. Below each name identify the relationship (mother, cousin, friend, etc.), along with one word describing that person.

10. Find comic strips in the newspaper that portray family life. Describe how problems in the comic-strip family are solved.

11. Write a story on how a family member has helped you learn an activity or a field of knowledge.

Suggested Activities

(4-6)

VI. DISEASES AND DISORDERS

1. Construct a poster illustrating health habits that help prevent the spread of germs.

2. Role-play a contamination inspector identifying contaminated classroom supplies and equipment. Discuss how easily items can be contaminated and how they may serve as a vehicle for infection.

3. Compare and contrast communicable and non-communicable diseases.

4. Obtain library books, posters, and other visual aids relating to disease and its control. Then make a display of all these materials.

5. Write and produce a play based on some great event in man's attempt to conquer disease.

6. Invite a physician to class to discuss how new drugs have changed the treatment of disease.

7. Investigate your community's facilities for people with handicapping conditions.

8. Interview family members and relatives about cures for the common cold, and share these suggestions with the class. Then invite a school nurse to talk to the class about current medical knowledge on colds.

9. Make posters of symptons that should warn a person that a visit to the doctor is necessary.

10. Use magazine or newspaper articles about children who have cancer to generate interest in cancer and how it develops. Discuss the fact that some forms of cancer are preventable. Invite a resource person from the American Cancer Society to answer questions.

Suggested Activities

(4-6)

VII. CONSUMER HEALTH

1. Create and discuss definitions for consumer health.

2. Bring into class several personal grooming products and indicate verbally or in writing why you chose each product.

3. Involve parents in a project on advertising techniques. Then bring parents and/or projects into the classroom for discussion.

4. Invite a consumer advocate to talk about reliable sources of consumer education.

5. Make posters featuring slogans such as "He who is his own physician has a fool for a doctor." Then discuss the meaning of the slogans.

6. Present a testimonial on a health product used at home. Class members should then decide whether or not they would use the product. They should also discuss how this kind of testimonial differs from one they may see on television.

Suggested Activities

(4-6)

VIII. ALCOHOL

1. Draw and label a figure of a person showing the body systems and organs that are affected by alcohol.

2. Make a chart showing why alcohol may affect a young person more than an adult. Note physical size, rate of absorption, tolerance, and expectations.

3. Invite a member of A.A., Alanon, or Alateen to address the class.

4. Read a book of fiction about a person with an alcohol problem. Then describe how that problem affected the other characters in the book. Write a different ending to the story.

Suggested Activities

(4-6)

VIII. TOBACCO

1. Take part in a dramatization in which a ten-year-old is encouraged to smoke by his friends.

2. Invite representatives of the American Cancer Society or American Lung Association to speak to the class.

3. Write a letter to the newspaper editor explaining why people should stop smoking.

4. Identify and report on those parts of the respiratory and circulatory systems that are affected by smoking.

Suggested Activities

(4-6)

VIII. OTHER DRUG SUBSTANCES

1. Brainstorm a definition for the term "drug."

2. Ask a student drug counselor to visit the class and explain how people with drug problems can get help.

3. Note differences between what is said or implied in television commercials for drugs and what appears on drug labels.

4. Chart the relationships between the incidence of crime and drug abuse.

Suggested Activities

(4-6)

IX. SAFETY, FIRST AID, AND SURVIVAL

1. Make up skits involving emergency situations at school, at home, or on the playground. Discuss the actions taken.

2. Use models to demonstrate first aid procedures.

3. View a filmstrip or videotape on sexual abuse prevention.

4. Play "what if" games. For example, pretend you are sitting in a mall and someone comes up to you and tells you your mom has been taken to the hospital. Discuss what you should do.

5. For the bedroom door, develop a chart of emergency plans in case of fire.

Suggested Activities

(4-6)

X. COMMUNITY HEALTH

1. Invite representatives of various community agencies to participate in a panel discussion on community health.

2. Take a field trip to a local hospital or water filtration plant.

3. Learn how various vaccinations ensure the health of you and your community.

4. Write a story about a community that has no public health laws.

5. Ask elderly friends how well the community meets their health care needs. If their needs are not being met, write a letter to officials and ask for action.

6. Discuss the fact that food stores and restaurants are licensed to operate only if they have been inspected and found sanitary. Then check local food stores and restaurants to see if licenses are posted.